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ABSTRACT

This annotated bibliography of 180 items related to English literacy for non-literate, limited-English-speaking secondary school students includes documents, monographs, reports, handouts, curricular materials, articles, bibliographies, newsletters, publishers' catalogs, and other materials. The information is categorized in six sections: (1) non-literate student characteristics and general needs; (2) identification, assessment, and placement issues; (3) programs serving this population; (4) methods and techniques for teaching English literacy; (5) materials for teaching English literacy; and (6) the training of personnel to teach this population. An introductory section describes the kind of information gathered within each category and summarizes the major related issues and controversies. (MSE)

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Title VII Midwest Multifunctional Resource Center
Service Area 5
2360 East Devon Avenue, Suite 3011
Des Plaines, Illinois 60018
(312) 296-6070

ENGLISH LITERACY FOR NON-LITERATE SECONDARY LEP STUDENTS

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Corporate Office:
7926 Jones Branch Blvd.
Suite 1100
McLean, VA 22102
(703) 893-3514

Illinois Office:
2360 E. Devon
Suite 3011
Des Plaines, IL 60018
(312) 296-6070

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ENGLISH LITERACY FOR NON-LITERATE SECONDARY LEP STUDENTS

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Prepared by: Karen Sakash
MRC SA5 Trainer

PART ONE

ENGLISH LITERACY FOR NON-LITERATE SECONDARY LEP STUDENTS

SUMMARY OF INFORMATION GATHERED UNDER TASK 5

Updated August, 1989

Summary of Information Gathered Under Task 5
English Literacy for Non-literate Secondary LEP Students

Updated August, 1989

The Title VII Midwest Multifunctional Resource Center - Service Area 5 has gathered 180 items related to English Literacy for Secondary Non-literate LEP Students. These items, which include documents, monographs, reports, handouts, curricular materials, articles, bibliographies, newsletters, publishers' catalogs etc. are maintained in a vertical file. The types of information gathered within each subcategory and a brief description of some of the major issues and controversies will be discussed.

The information has been categorized into the following six sections: 1) non-literate student characteristics and general needs; 2) identification, assessment, and placement issues; 3) programs that serve non-literate secondary LEP students; 4) methods and techniques for teaching English literacy; 5) materials for teaching English literacy; and 6) training educational personnel to teach non-literate secondary LEP students.

Non-literate Student Characteristics and General Needs

Consultations and interviews with teachers and administrators in Service Area 5 (comprised of the states of Illinois, Indiana, Missouri, Arkansas and Louisiana) have revealed that there are two general types of non-literate secondary LEP students, based on their background characteristics including length of time they have been in U. S. schools.

The first type of student is either U.S. born or an early immigrant who has been enrolled in U.S. schools through most of the elementary school years, yet has failed to attain the degree of English literacy necessary to successfully achieve in content area subjects. Some of these students are reading at a fourth grade level or below. Many of them are overaged for their grade level and have been exposed to academic failure throughout their schooling. Some have been referred for special education services.

In Service Area 5, the majority of these students are of Hispanic origin, usually Mexican-American. They can be found in both the larger cities, such as Chicago, Waukegan, and Elgin in Illinois, and Kansas City in Missouri; and also in smaller cities such as Hobart and South Bend in Indiana. The second largest

group of these students are of Vietnamese and Laotian origin and found primarily at the Junior High school level in such places as Ft. Smith, Arkansas; St. Louis, Missouri; New Orleans, Baton Rouge and other towns in south Louisiana as well as in Chicago and downstate Illinois. Frequently these students' usual language is English, and they vary in their degree of oral proficiency in the native language. For example, many are able to comprehend spoken Spanish, Lao or Vietnamese yet they are unable to fluently speak their native language. Evanston, Illinois has been receiving recent influxes of Jamaican and other Caribbean island students who are functionally illiterate and speak an English-based dialect.

Recent immigrant status and usually refugee status distinguishes the second type of non-literate secondary LEP student from the first type. Teachers and administrators agree that although their country of origin varies from year to year, depending upon world events and refugee migration patterns, they have become a steady population of at-risk LEP students and are increasing in numbers. There are an estimated 2,000 of these students between the ages of 9 and 17 enrolled in Chicago Public Schools. Many of them have immigrated as refugees from war-torn countries where they have had little opportunity for previous schooling or have experienced large gaps in their exposure to education. Because of this, they have not learned to read or write in their native languages and unlike other secondary level immigrants, are not readily able to transfer knowledge about the process of literacy from their native language into English. To their advantage, however, is that, unlike the first type of non-literate students, they have not been exposed to years of academic failure and frustration, and many students do succeed when provided with opportunities. Usually they are orally fluent in their native language but not in English. Lack of educational experience with content areas interacts with lack of literacy training in their native languages to complicate their academic situation. Some of them are visually handicapped, hearing-impaired or require other special services instruction. Additionally, their needs extend beyond academics into social, emotional and adjustment-related areas.

In Chicago, they are Hispanic - particularly those from Guatemala, Nicaragua, El Salvador and rural Mexico, Assyrian, Cambodian, Chinese, Vietnamese, Lao, Hmong, Korean, Haitian, Arabic, Iraqui and Iranian. In other places within Service Area 5, such as St. Louis, Columbia, MO; Ft. Smith, AR; and South Louisiana, they are primarily Southeast Asian but there are also many non-literate Central American and Caribbean students in and around the New Orleans area.

It's important to distinguish these two type of non-literate secondary LEP students because their needs vary and so will appropriate programs, methods and instructional materials.

MRC SA5 has collected several published reports, studies and monographs which call attention to the general problem of lack of literacy among Hispanics. No published information thusfar has been gathered related to other ethnolinguistic groups. Through consultations and interviews with teachers and project directors in Service Area 5, however, specific information related to the needs of both Hispanic and other ethnolinguistic groups is beginning to emerge. Profiles of each Title VII funded LEA's experiences with this at risk population have been routinely gathered and are useful in revealing patterns of training and technical assistance needs.

Identification, Assessment, and Placement Issues

Determining what non-literate secondary level students do know and don't know is a necessary step in developing programs and planning for instruction. For the most part, Title VII funded LEAs in Service Area 5 follow the same district identification and assessment procedures for non-literate secondary LEP students as they do for literate LEP students.

One of the issues which school districts face is whether or not to identify the first type of non-literate secondary students as LEP and thereby provide them with ESL or bilingual instruction. Because they are frequently U.S. born and orally proficient in English, they are oftentimes classified as non-LEP and receive remedial reading instruction, special education or no special services. The second type of non-literate secondary student is easily classified as LEP, but once placed in an ESL or bilingual instructional program, or via reading assessments, their non-literate status becomes apparent to their ESL and bilingual teachers after a few days or weeks of instruction. Their needs are different. Some districts with high numbers of non-literate secondary LEP students assess native language literacy as part of their identification procedure and provide separate ESL programs for LEPs who are literate and those who are non-literate.

Gathered thusfar are several minimum competency checklists, handouts pertaining to the management of evaluation and assessment, a bibliography of seven English literacy assessment instruments and a copy of the Basic English Skills Test, Literacy Skills Section.

Programs that Serve Non-literate Secondary LEP Students

Three types of programs have been identified under which information has been gathered:

1) bilingual and special alternative programs,

2) vocational and VESL programs, and

3) family literacy and community-based programs.

The MRC-SA5 annotated bibliography contains descriptions of each of these types of programs both within and outside of Service Area 5, including related materials such as special curriculum, textbooks, brochures and findings from research projects, etc.

Perhaps the greatest controversy related to appropriate program of instruction is whether or not it is more efficient for these students to learn to read and write in English by first learning to read and write in the native language. Although language acquisition theory related to the transference of skills from one language to another may indicate that initial native language instruction is beneficial, most teachers and administrators in Service Area 5 believe that the limited amount of time for public schooling that these students have left overrides the potential benefits. In addition to the time factor, whether or not the student's native language has a developed orthography, or uses a Roman alphabet is useful in determining the probable benefits of native language instruction. Even if it could be determined that for specific groups, such as Hispanics or perhaps Vietnamese, native language literacy instruction will speed the eventual attainment of English literacy, lack of trained secondary level bilingual reading teachers makes this program option only remotely possible. Lack of trained bilingual special education teachers also results in inadequate programs for meeting the needs of non-literate secondary LEP students who would qualify for special education services. The issue is to determine which program or mixture of programs is best for these students, given that no one program is sufficient to meet all of the students' educational needs. Some educators, however, believe that initially, a self-contained intensive laboratory program especially designed for non-literate secondary LEP students is a better option than mainstreaming the students into a departmentalized structure.

For those non-literate secondary LEP students who do receive instruction in the content areas in their native language, lack of native language literacy impedes their acquisition of academic content just as it does for monolingual English speakers who can't read their social studies or science textbooks. Academic or degree-bound types of courses are not usually appropriate. Because of the time factor and the academic constraints, which they face, many non-literate secondary LEP students are provided with bilingual vocational or VESL instruction, although in Illinois administrators and teachers have expressed the concern that not enough vocational education options are currently being provided to LEP students. Several materials designed to develop basic job-related literacy skills are included in the MRC SA5 Annotated Bibliography.

Increased graduation requirements and promotion standards in the schools make the attainment of a high school diploma very difficult for these students. Many non-literate secondary-aged LEP students either fail to graduate from high school or never enroll. They form a subset of out-of-school youth whose needs are beginning to be met through community-based or family literacy initiatives. Many of these programs work jointly with school districts to help eliminate the social and economic consequences of educational failure. Special summer school and after school programs, sometimes combined with peer or adult tutors are also offered in some LEAs to help meet these students' needs.

Methods and Techniques for Teaching English Literacy

MRC-SA5 has collected several articles, handouts, resource guides and handbooks which describe various methods and techniques for teaching non-literate LEP students to read and write. Some of the suggested methods and activities were developed for adults, yet are useful for adolescents as well.

The literature on teaching ESL literacy distinguishes between preliterate students, who come from a culture in which literacy is rare or non-existent, illiterate students, who come from a culture where literacy is common, and semi-literate students who are not able to read or write beyond an elementary level. These terms generally refer to the students' reading and writing abilities in their native language. This type of breakdown may be useful to teachers in planning for instruction. It recognizes that degree of exposure to the printed word is an important factor to determine before planning ESL/literacy instruction. Students with very limited exposure to the printed word may not have developed the cognitive skills to link a visual configuration (a word) with the sound of that word in English while holding in mind the meaning of that item. On the other hand, students who have been exposed to the printed word for years but have failed to learn to read and write beyond a third grade level have a different set of needs and thereby, appropriate ESL literacy methodology will differ. Motivation, for example, may be an area in which students' needs will differ based upon degree of exposure to the printed word.

While preliterate students may have short attention spans, short memories, and require much repetition and reteaching, they may display high motivation to learn in school - a new experience for them. Illiterate and semi-literate learners are generally aware that others can read and write but they cannot. This may affect their self-perceptions and motivation to struggle in an area where others have succeeded but they have not.

In terms of methodology, one concern in teaching literacy to non-literate students is the role of phonics. There is general agreement among ESL literacy specialists that phonetic analysis

of words is an abstract skill that eludes most learners. Additionally, sounding out words is too slow a strategy for learners who need to read quickly to survive. Thus, initial literacy instruction should rely on a whole word approach which focuses on reading for meaning, gives learners confidence and provides a secure base upon which to build additional word attack skills. Later, when students are introduced to word parts, syllabication, compound words etc., phonic regularities which aid learners in recognizing words can be taught.

Another concern related to methodology is whether or not to defer literacy instruction until a certain level of oral proficiency is attained. Most ESL literacy specialists agree that delaying reading and writing instruction goes against non-literate learners' motivation and that deferment of reading instruction should be no more than a sentence away from oral instruction. As a receptive rather than a productive process, it may also develop more rapidly than speaking ability, particularly among older learners who may be hesitant to speak for a variety of reasons. Non-literate students do not associate an alternate set of sounds with the Roman alphabet as do many literate students. Language for them is exclusively an oral activity and they are therefore not eye-dependent. These are additional reasons why there is no need to delay the presentation of written language. Some of the items gathered under this subcategory suggest ways for integrating oral and literacy skill development.

Other items collected provide strategies and techniques for developing writing skills, sequencing skills, word recognition, comprehension, and vocabulary. Prereading activities are provided in some of the items, as well as activities which use a language experience approach, a phonic approach, or other approaches to literacy instruction. A couple of items gathered provide information on adapting materials for the needs of non-literate students.

Materials for Teaching English Literacy

While many materials exist for teaching literacy to native English speakers, they are generally not appropriate for LEP students. Likewise many materials are available for teaching ESL to literate LEP students, but they do not adequately meet the needs of students who are not familiar with the printed word. Because there are very few commercially available materials designed for non-literate LEP students, teachers usually adapt those which address the needs of either native English speakers or literate LEP students, or both, or they develop their own materials.

The MRC SA5 annotated bibliography contains information pertaining to both commercially available materials and or teacher-made materials which are sometimes developed with local, state or federal monies. In some cases, actual textbooks have

been gathered. In other instances publishers' brochures or catalogues, and bibliographies or listings of materials describe available items and identify the appropriate source.

Training Educational Personnel to Teach Non-literate Secondary LEP Students

Administrators and teachers in Service Area 5 agree that there is a great need for training teachers and support personnel such as counselors, psychologists and social workers so that more adequate services can be provided to non literate secondary LEP students. ESL secondary teachers are typically not trained in literacy methods. Secondary teachers in general have difficulty teaching students who are not able to read secondary level texts. A parallel exists within bilingual instructional programs. Bilingual secondary level teachers, which are scarce, are not prepared to teach math, social studies, science or other content areas in the native language to students who cannot read native language texts. Compounding the problem is the lack of adequate materials and resources for teaching English literacy to non-literate secondary LEP students. Additionally, some teachers simply do not want to teach these students because of the extra time and effort it takes to meet their special needs.

MRC SA5 has gathered analyses of research reports, an offline bibliography, and manuals designed for trainers who conduct inservice programs or administrators who coordinate staff development activities.

Non-literate students are reported to be increasing in numbers in secondary schools within Service Area 5. This means that training and technical assistance needs are expected to increase. In May, 1987 the MRC SA5 hosted a forum of invited educators, administrators and ESL literacy specialists representing the larger school districts and the state education agency in Illinois. One of the recommendations made was that MRC SA5 should continue coordinating a series of dialogs and sharing sessions among practitioners, administrators, social service agencies and others involved in the education of non-literate secondary LEP students. MRC SA5 responded to this recommendation in December, 1987, by sponsoring a major midwest conference on Literacy at the Secondary Level. Over 150 educators from Illinois and several surrounding states attended the conference which was co-sponsored by the Illinois State Board of Education. Fifteen sessions addressed a variety of topics including methods for teaching reading to non-literate students, dropout issues, counseling non-literate students, program development, vocational support services, use of computers, and materials development. The Evaluation Assistance Center-East conducted a session on assessment of non-literate students.

During 1988, more information regarding student characteristics and background data was elicited from the Title VII project directors in Service Area 5 particularly those from Louisiana. During its third year under the present Contract, MRC SA5 expanded its vertical file acquisitions through continued contact with the literacy-related organizations, programs and agencies, which have already donated printed resources.

PART TWO

ENGLISH LITERACY FOR NON-LITERATE SECONDARY LEP STUDENTS

ANNOTATED BIBLIOGRAPHY

Updated August, 1989

ENGLISH LITERACY FOR NON-LITERATE SECONDARY LEP STUDENTS

I. CHARACTERISTICS AND GENERAL NEEDS OF LEP NON-LITERATE SECONDARY STUDENTS

Applebee, A. N., Langer, J. A., & Mulles, I. V. S. (1987). Learning to be literate in America: Reading, writing and reasoning. Princeton, NJ: National Assessment of Educational Progress, Educational Testing Service.

A report based on four NAEP reports which examine the issues of literacy in America and how well Hispanic, Black and White children and young adults can read. It includes a chapter on general recommendations for policymakers, administrators and teachers. 49 pp.

Coley, R. J. and Goertz, M. E. (1987). Children at-risk: The work of the states. Washington, D.C.: Council of Chief State School Officers.

In order to develop an information base for analysis and preparation of recommendations to the Chief State School Officers, a Study Commission developed two surveys to elicit information about how the needs of at-risk students are defined and met through legislative changes, regulations or funding; the involvement of SEAs and LEAs with other agencies, organizations or businesses; obstacles to serving at risk students; and the design and operation of successful at-risk programs and practices. This report presents the findings of these surveys. (11 pp.)

Council of Chief State School Officers. (1987). Assuring success for students at risk. Washington, D.C.: Council of Chief State School Officers.

This is a policy statement adopted by the Council of Chief State School Officers in November, 1987, for assuring school success for at risk students. It emphasizes the need to provide appropriate programs and services which result in high school graduation for all students. 4 pp.

Doss-Willis, H. (1986). Design for building a regional database on students who are educationally at risk. Elmhurst, IL: North Central Regional Educational Laboratory.

Describes efforts of the NCREL to build a regional database pertaining to students who are educationally at risk, including language minority and limited English proficient students. 18 pp.

Doss-Willis, H. (1986). Students at risk: A review of conditions, circumstances, indicators, and educational implications. Elmhurst, IL: North Central Regional Educational Laboratory.

Examines the characteristics and behaviors that define and identify youth at risk and suggests intervention strategies that have a research and development base. A section on children who are limited English proficient and non-literate is included. 20 pp.

Fisher, L. (1978). Functional literacy and the schools. Washington, DC: U.S. Department of Health, Education, and Welfare, National Institute of Education.

The results of several surveys designed to identify functionally illiterate adults are examined. High illiteracy rates were found in the population of students held back one or more years or who failed to graduate from high school. The implications of these findings for the formulation of educational policy are discussed. 72 pp.

Franco, E. J. (1987). SER's literacy initiative. Journal of the National SER Policy and Research Institute. 1, 2-5. Washington, DC: SER-Jobs for Progress, Inc.

In December, 1986, the SER-Jobs for Progress Board of Directors voted to place literacy training at the top of SER's policy and programmatic agenda for the next five years. According to the article, there are seven million functionally illiterate Hispanics, 16 years and older. The article discusses the rationale for its literacy initiative, touching upon issues of America's competitiveness in a global economy, demographic changes in the workforce, working women, geographic and occupational mobility and immigration. 5 pp.

Kirsch, I. S., & Jungeblut, A. (1986). Literacy: Profiles of America's young adults. Princeton, NJ: National Assessment of Educational Progress. Educational Testing Service.

The final report from an OERI grant mandated by Congress to collect data over time on the performance of young Americans in various learning areas. Analyses cover individuals influenced by a language other than English spoken in the home. Also investigated is the relationship between oral language proficiency and literacy. 350 pp.

Nazario, S. (1989). Failing in 81 languages. The Wall Street Journal. March 31, 1989. New York, N.Y.: Dow Jones and Co., Inc.

This article, part of a special section on education, describes the impact of the increasing numbers of immigrants on the Los Angeles Unified School District. Highlights are included of the non-literate children who are unschooled, particularly those from Central America. 2 pp.

Olson, L. (1986). New study raises concerns about adult literacy. Education Week. Washington, DC: Editorial Projects in Education, Inc.

An overview of a NAEP report on illiteracy measuring people's performance on "everyday" tasks. Included is a section on limited English proficient young adults and the conclusion that adult-literacy programs for this population may require more time per person than previously assumed. 1 p.

Orum, L. (1986). The education of Hispanics: Status and implications. Washington, DC: National Council of La Raza.

The educational condition of Hispanics is outlined in this publication. Special attention is given to literacy. According to data reviewed, between 39% and 49% of the adult Hispanic population is illiterate in English. Some researchers contest that these figures are conservative and that actual illiteracy rates are higher. Estimates are that 9 out of 10 Hispanic adults who are illiterate in English are probably also illiterate in Spanish. These data indicate that illiterate Hispanic parents are at a serious disadvantage in attempting to help their children succeed in school. 56 pp.

Post, L. M., & Bartley, D. E. (1984). The adult in ABE-TESOL as a learner with exceptional education needs: Implications for use of volunteers. Illinois TESOL/BE Newsletter, 12 p. 1-3.

This article relates the concept of exceptionality, as it is applied to special education needs, to the newly arrived non-literate LEP student. Suggestions for the use of volunteers are provided. A list of literacy programs, centers, and councils is provided. 4 pp.

Rhue, T. (1985). Instructional services to secondary language minority students with limited English proficiency. Final Report, Contract No. 300830260. U. S. Department of Education. San Francisco, CA: Naomi Gray Associates.

This final report, comissioned through Title VII Part C Research, describes the population of language minority/limited English proficient secondary students and the services provided to them. Eight categories of information are addressed: the variety of student populations served, organizational and administrative settings, range of instructional services, available support services, the source and effect of funding for services, teaching and staff characteristics, community and parent involvement, and student performance. 150 pp.

Santos, S. L., (1986). High school LEPs: The forgotten minority. NABE News. Vol. IX (3). Washington, DC: National Association for Bilingual Education.

The diverse backgrounds and skills of high school LEPs are noted with the caution that special services need to be developed for non-literate students. General problems encountered in addressing the needs of secondary LEPs are reviewed. 1 p.

Vargas, A. (1986). Illiteracy in the Hispanic community. Washington, DC: National Council of La Raza.

Hispanics have a substantially higher rate of illiteracy than any other major population group. This analysis of the problem covers the issues surrounding illiteracy among Hispanics including its effect on society, efforts to combat illiteracy, proposed federal initiatives for funding such programs and conclusions and recommendations for the future. 27 pp.

II. TESTING AND ASSESSMENT

Center for Applied Linguistics. (1982). Basic English skills test: Core section. Washington, DC: Center for Applied Linguistics.

An individually administered face-to-face interview requiring about 10-15 minutes per examinee. It includes a series of simulated real-life listening, comprehension and speaking tasks, such as telling time, and conversing socially at a simple level. Scoring Booklet, 13 pp. Test Manual, 22 pp.

Center for Applied Linguistics. (1982). Basic English skills test: Literacy skills section. Washington, DC: Center for Applied Linguistics.

A 45 minute reading and writing test that assesses one's ability to perform basic functional survival literacy tasks encountered in everyday life situations such as addressing an envelope, writing a check and simple comprehension activities. Scoring Booklet, 18 pp. Test Manual, 22 pp.

Ilyin, D. (1975). What grade is Dr. Chan in? Arlington Heights, IL: Illinois Statewide ESL/AE Service Center.

Argues against using grade level equivalencies to measure achievement of limited English proficient students. Proposes a more appropriate schema for testing. 4 pp.

Office of Refugee Resettlement. Validator's questionnaire: Refugee ESL programs: Arlington Heights, IL: Illinois Statewide ABE/AE Service Center.

This questionnaire is a reasonably valid and reliable instrument for measuring ESL program performance. A three point scale is used to describe a program and measure program management, instructional features, teaching materials and student support services. The answers to the questions are used as a basis for an on-site review by Illinois state personnel. 27 pp.

Superintendent of Public Instruction. (1981). Washington state ESL master plan: Refugee Project. Tumwater, WA Superintendent of Public Instruction.

Recommendations for a state-wide testing and evaluation

program for refugee populations. It contains 22 check-lists of minimum competencies required in several levels of ESL instruction including the pre-literate levels. Also included is an annotated listing of eleven commercial tests suitable for older LEP learners. 43 pp.

Terdy, D. Developing writing skills in adult secondary education: ESL writing compared to major ABE/GED preparation categories. Arlington Heights, IL: Illinois Statewide ESL/AE Service Center.

This handout compares typical secondary level ESL writing activities which are generally experience based and focused on communication, with the skills assessed in the GED Writing Skills Test, which cover spelling, punctuation, capitalization, grammar and usage, diction and style, sentence structure, and logic and organization. Similarities and differences are pointed out, along with recommendations for more coordination of curriculum. 4 pp.

Wigginton, S., & Terdy, D. Recommended adult ESL literacy assessment instruments. Arlington Heights, IL: Illinois ESL Adult Education Service Center.

A listing of seven tests which assess oral language, written grammar and English literacy. The purpose, content procedures for administration, target group, price information and publishers' addresses are included. 3 pp.

III. BILINGUAL AND SPECIAL ALTERNATIVE PROGRAMS

Center for Research on Elementary and Middle Schools. (1987). Research identifies effective programs for students at risk of school failure. Baltimore, M.D.: Johns Hopkins University.

This article reviews research on identified programs from preschool through elementary that offer strong evidence of effectiveness in improving the academic performance of at-risk students. The premise underlying the article is that an improvement in academic performance of at-risk students beginning in the early years will have multiple positive effects on student dropout, delinquency, substance abuse and other behaviors. (7 pp.)

Council of Chief State School Officers. (1987). Elements of a model state statute to provide educational entitlements for at-risk students. Washington, D.C.: Council of Chief State School Officers.

This is a draft of a model state statute designed to provide effective assistance to students who are at risk of school failure. Part IV of the model establishes an entitlement for young people who have dropped out of school and are beyond the age of compulsory attendance to re-enroll in school. These conditions apply to many non-literate LEP students. (19 pp.)

Grieco, L. (1986). A fully integrated high school program for LEP students. TESOL Newsletter: Secondary School Interest Section, 8, 1-5.

This article describes the programs for LEP secondary students at Senn Metropolitan Academy, a Chicago public school where over half of the student body speaks a language other than English as their native tongue. Approximately 200 students are categorized as non-literate or pre-literate. Programs include TESOL; multilingual with four components: Assyrian, Chinese, Spanish and Vietnamese; LEP classes (sheltered English classes in the content areas) and vocational peer tutoring. 6 pp.

National Committee on Education, American and Children & Youth Division, P. O. Box 1055, Indianapolis, IN 46206

This is a program guide for American Legion Posts and Auxiliary Units for establishing a Volunteer Literacy Program for providing individualized literacy and ESL training to adolescents and adults who are LEP or read below the 5.0 level.

Levin, H. M. (1988). Structuring schools for greater effectiveness with educationally disadvantaged or at-risk students, Paper presented at the American Educational Research Association Annual Meeting, New Orleans.

The author argues that remedial or compensatory services to educationally disadvantaged do not help improve achievement. He proposes an "accelerated schools" concept which includes high expectations among teachers, parents and students. (28 pp.)

Peterson, M. P., & Sosnowski, B. Preparing refugee youth for American secondary school: The PASS program. PASSAGE publication, issue unknown.

An overview of the Preparation for American Secondary Schools (PASS) program for 13-16 year olds from refugee training centers in Southeast Asia that will ease their transition to American life and, specifically, to American schools. 5 pp.

Pfleger, M. & Yang, D. (1987). PASS tracking study, final report. Bureau for Refugee Programs, U. S. Department of State, Washington, DC: Refugee Service Center, for Applied Linguistics.

The PASS Tracking Study measured the effectiveness of the PASS (Preparation for American Secondary Schools) program in preparing Southeast Asian refugees for American secondary schools. For students with no previous education, the positive effect was roughly 10 items greater than that on students with four or more years of previous education. The report contains numerous detailed figures, tables and appendices which support the research methodology and findings. 106 pp.

Preparation for American Secondary Schools (PASS). (1986). Program description. Part of the Overseas Refugee Training Program funded by the U. S. Department of State.

The PASS program is conducted in two refugee processing centers, one in Thailand and one in the Philippines. It prepares 13-16 year old refugees for transition to U. S. secondary schools. Academic and social skills are emphasized. Coursework covers ESL, Math, and American Studies. Extracurricular activities are included. Curriculum objectives and a description of the program are contained in this handout. 12 pp.

Predaris, T. (1985). Secondary education for minority language students. MEMO (June 20, 1985). Rosslyn, VA: National Clearinghouse for Bilingual Education.

The article discusses two successful program models that

use innovative approaches to meeting the needs of Secondary LEP students. They are: a) the High Intensity Language Training (HILT) Program at El Paso, Texas and the English Acquisition for Secondary Youth (EASY) Program in Salinas, California. 7 pp.

Purdham, L. (1987). Preparing refugees for elementary programs: The PREP program. Passage (issue unknown).

This article describes the process of developing and initiating the PREP program, the curriculum design, the educational principles on which it is based, and the courses that students attend. The program serves refugee children aged 6-12 at the Philippine Refugee Processing Center, and is funded by the U. S. Department of State. 5 pp.

Rodriguez Henderson, O. (1989). An ESL communicative curriculum guide for the preliterate high school student. The Journal of Educational Issues of Language Minority Students, (4) 41-58.

This article address ESL instruction for preliterate secondary students and presents a sample curriculum guide and a program model designed to meet the needs of students who are not literate in their primary language and are non-English speaking. The program is divided into three levels and covers four skill areas: listening, speaking, reading, and writing. Samples goals, objectives and activities are provided (17 pp.).

Starker, G. (1986). Preparing refugee youth for the U. S. at the Philippine Refugee Processing Center. Passage (issue unknown).

The article contains an overview of the PASS program in the Philippines, which helps 13-16 year old refugees prepare for U.S. secondary schools. A copy of the PASS Program Student Profile form is included. The form provides access to information on students' literacy skills in the native language. 6 pp.

United States General Accounting Office. (1987). School dropouts: Survey of local programs. Washington, D.C.: General Accounting Office.

This report to congressional requesters describes a survey of local school dropout programs conducted for the purpose of identifying the approaches being used to prevent or overcome dropping out, and to obtain views of local program administrators about dropout problems and program elements important for effectiveness. Services to Hispanic youth are highlighted, including programs with ESL components. 88 pp.

Valdez Pierce, L. (1987). Language and content area instruction for secondary LEP students with limited formal schooling. Teacher Resource Guide Series Number 3. Wheaton, MD: National Clearinghouse for Bilingual Education.

This Teacher Resource Guide was adapted from two curriculum guides prepared by the staff of the Special Needs High-Intensity Language Training Program at five secondary schools in the Arlington, VA Public Schools. The program consists of a language arts component and a social studies component for meeting the needs of LEP students in secondary schools who have three years or less of previous schooling and/or who may be illiterate in their native language. The guide includes a description of the program, sample activities, sample lesson plans and strategies for teaching reading using a whole-word approach. 22 pp.

Williams, C. O. & Brown, P. (1986). The newcomer center: A solution for older LEP students. California School Boards Journal.

The Redwood City School District in California serves non-literate LEP students at a Newcomer Center. Spanish-speaking students 10-14 yr. olds taught literacy skills in Spanish while receiving intensive ESL instruction in survival English phrases and vocabulary. This article explains the program's philosophy, criteria for eligibility and exit criteria. 3 pp.

The following programs were identified as "Centers for Excellence" by NCTE (National Council of Teachers of English) and have been gathered under Task 5. Although they are not designed exclusively for LEP students, they contain innovative program components which could be adapted to the needs of LEP non-literate secondary students. The programs are intended to provide teachers and administrators with creative ideas.

Program description of the Capitol High Writing Center of Baton Rouge, Louisiana.

The program aims to improve secondary students' writing by remediation, providing motivational practice activities for developmental purposes, and enrichment. Suggestions for adapting the program model to meet the needs of other schools who might want to set up a similar program are provided.

Contact: Evelyn Alford, Capitol Senior High School, 1000 North 23rd Street, Baton Rouge, Louisiana 70802.

Program description of the student developed magazine, Contraband, of Center Senior High School, Kansas City, Missouri.

Students are involved in all aspects of the development of Contraband, the newspaper. Writing, editing, typesetting, collating, paginating, printing and distributing skills are developed through the publication of this 58 page award-winning literary magazine.

Contract: Mary Lu Foreman, Center Senior High School, 8715 Holmes, Kansas City, Missouri 64131.

Program description of the Developmental Reading Program of Fenton High School, Bensenville, Illinois.

The program is designed to fulfill the needs of ninth and tenth grade students who are reading below level. It integrates traditional, skill-based lessons with strategy modeling activities. Extensive use is made of directed reading thinking activities (DRTA), semantic mapping and self-questioning techniques.

Contact: Angela A. Durkin, Fenton High School, 1000 West Green Street, Bensenville, Illinois 60106.

Program description of the English Synergistic Series of Homewood Flossmoor Community High School, Flossmoor, Illinois.

This program is an extension of the English program which contains an aggregation of curricular related activities and clubs. They include drama, broadcast journalism, debate, literary magazine, newspaper journalism and speech. Numerous awards have been granted to students as a result of their participation in these activities.

Contact: Leslie R. Wilson, Homewood-Flossmoor High School, 999 Kedzie Avenue, Flossmoor, Illinois 60422.

Program description of Essential English Skills of Sewickley Academy Senior High, Sewickley, Pennsylvania.

Essential English Skills is a year-long course for all sophomores and juniors and seniors who are new to the school. Three thinking and writing curricular components comprise the program. They are: techniques of creativity, techniques of analysis, and techniques of exposition. Each component includes opportunities for pre-writing, peer response, revision, word-processing and publication. Specific objectives have been developed for each component along with evaluation standards.

Contract: Victoria M. Polinko, Sewickley Academy Senior High School, 315 Academy Avenue, Sewickley, Pennsylvania 15143.

Program description of Individualized Reading, of the Waterville Public Schools, Waterville, Maine.

Individualized Reading is a program for teaching elementary and junior high students to read which does not utilize basal readers. The program has been in existence for over twenty-five years and relies on a language experience approach, individual conferences with teachers, shared book experiences, dialog journals, tutoring and home involvement.

Contact: Dorothy Raymond, Waterville Public Schools, Waterville, Maine 04901.

Program description of the Integrated ESL Program of the International High School, New York, New York.

ESL techniques are used as a means of reinforcing English language development and facilitating the acquisition of content across the curriculum. Courses include: Orientation to School and Society, Immigration, Personal and Career Development, Growing Up in the 80's, Yearbook, Global Studies, Human Development, and other more traditional courses. Each course is described and strategies for teaching LEP students are noted.

Contact: Marsha Slater, The International High School, 13-10 Thompson Avenue, Long Island City, New York, New York 11101.

Program description of The Reading Center of Palo Alto High School, Palo Alto, California.

A committee of teachers developed the Reading in the Content Area Program which emphasizes learning/study skills and reading skills for 9th and 10th grade students. Materials are developed monthly by the reading coordinator and instructional aide. Teachers are encouraged to integrate some of the materials into their lesson plans during each month. Inservice workshops are provided to the staff to support this program.

Contact: Joan Schrick, Palo Alto High School, 50 Embarcadero Road, Palo Alto, California 94301.

Program description of Reading/Writing Across the Curriculum of Parkway South High School, Manchester, Missouri.

An English teacher and a senior cadet teacher provide assistance with the use of two computers to students who are referred by their teachers for help in reading and writing. The lab also serves as a center for administering diagnostic tests in reading and providing followup activities for the students' teachers.

Contact: Patrick F. Berger, Parkway South High School, 801 Hanna Road, Manchester, Missouri 63021.

Program description of the Whole Language Literature-Based Program of Pettibone-Central, Hannibal, Missouri.

Features of Pettibone's whole language literature - based approach to reading and writing are: literature study groups, language arts projects as extensions of literature, student-created books, utilization of parent volunteers, and non-traditional assessment methods.

Contact: Elizabeth Boone, Pettibone Elementary School, 600 North Street, Hannibal, Missouri 63401.

Description of an inservice program for secondary teachers of the Columbia, Missouri Public Schools entitled Writing in the Content Areas.

This inservice program is designed to help teachers incorporate writing more effectively into their curricula by discovering how writign can be used as a tool, by identifying specific tasks and modes of writing that best pertain to each content area, by understanding that writing is a process, and by learning to review, evaluate or assess students' writing.

Contact: Donna Loyd, Hickman High School, 1104 North Providence Road, Columbia, Missouri 65201.

Program description of the Writing Lab of Hazelwood School District, Hazelwood, Missouri.

Writing Labs provide individual attention to students at all ability levels. Two or three teachers and their assistants instruct students at three high schools in specific writing skills. The program includes word processing instruction and teacher consultation and incorporate a public relations component.

Contact: Anne Wright, Hazelwood West High School, #1 Wildcat Lane, Hazelwood, Missouri 63402.

Program description of the Writing Program of Schreiber High School, Port Washington, New York.

In this program, students learn to brainstorm, freewrite, edit, proofread, and provide feedback in editing study groups. Specific courses which incorproate these techniques, such as desk top journalism and technical writing, are available to the students.

Contact: John Broza, Pual D. Schreiber High School, 101 Campus Drive, Port Washington, New York 11050.

IV. VOCATIONAL EDUCATION AND VESL PROGRAMS

Berry, D. W., & Feldman, M. A. (1985). Overcomming obstacles to full participation of trainers in bilingual vocational training programs. Los Angeles, CA: Evaluation, Dissemination and Assessment Center.

This research study identifies selected obstacles which prevent LEP adults from benefiting from bilingual vocational training. Illiteracy in the native language is identified as an obstacle and a list of suggested methods for overcoming this barrier is provided. 162 pp.

Blatti, M. A., & Pope, A. Employability skills for ESL students. Wichita, KS: Wichita Public Schools.

A 16-lesson workbook of activities collected and organized which are designed to develop survival basic job skills among LEP minimally literate older learners. Each lesson contains a section on vocabulary, reading, comprehension, and student activities. Lesson topics range from telephone directions to job applications. 100 pp.

Cole, R. W. (1987). Some intercultural aspects of ESL instruction for preliterates. In C. Cargill (Ed.) A TESOL Professional Anthology: Culture. Lincolnwood, IL: National Textbook Co.

This article describes the results of an ESL project designed to provide a rapid, intensive survival-level program in English whose content emphasized pre-vocational communication skills and home management information. The population was primarily illiterate male adult Cuban and Haitian entrants. Some of the conclusions derived from the project were that 1) traditional ESL models are inappropriate for populations with low levels of literacy, 2) ESL teacher training programs do not prepare professionals to teach these populations, 3) such populations are strongly motivated and potentially educable, and 4) the content of the programs is more important to progress than the structure of the syllabus. (6 pp.)

East Central Network/Illinois Vocational Center. (1987). Bilingual materials. Springfield, IL: Sangamon State University.

This 245-entry bibliography contains a representation of those materials available on a cost-recovery basis from the Curriculum Publications Clearinghouse (CPC), 47 Horrabin Hall, Western Illinois University, Macomb, IL 61444. Most items are geared for bilingual vocational programs and VESL programs.

Materials listed are in English, Spanish, Korean, Khmer, Chinese, Vietnamese, Thai and Lao. Occupations covered include accounting, air conditioning, automotive, barber/beauty, drafting, electrical, food-related, business and finance, clothing and sewing, restaurant, medical careers, and many others. Some entries pertain to ESL Literacy development. 32 pp.

East Central Network/Illinois Vocational Center. (1987). Low reading/high interest. Springfield, IL: Sangamon State University.

This is a listing of 49 high interest/low reading level materials related to occupations, survival content, career guidance, money management, job-related skills and other areas of importance for non-literate adolescents and adults. The majority of entries are written at a 2.5 reading level. It is a source for suggestions for materials to use in an ESL Literacy or an ESL Basic Skills Survival Content course or a VESL program. Most materials from the Illinois Vocational Curriculum Center's collection are available on free loan through the National Network for Curriculum Coordination in Vocational-Technical Education. 7 pp.

Epstein, J. L. (1986). Teaching vocational literacy skills to refugees: How do you apply for a job when you have never held a pencil? Washington, DC: ERIC Clearinghouse on Languages and Linguistics.

Describes the methods and attributes of a VESL program which includes an effective literacy component. 4 pp.

Gage, J., & Prince, D. (1981). Pre-vocational English as a second language project for adult refugees. Olympia, WA: State Superintendent of Public Instruction.

Contained in this document is a description of the findings from a project which researched entry-level job settings typical for refugees and developed a curriculum to help prepare adult Indochinese refugees for entry-level employment. 34 pp.

Mark, J. L., & Campbell, J. F. (1985). Business - Industry and union providers of basic education in the workplace. Washington, DC: American Association for Adult and Continuing Education.

This publication highlights business, industry and union efforts to provide employees with the education they need to do their jobs. Thirty-four employee training and retraining programs are described and may include efforts to improve literacy skills. 10 pp.

Minnesota Department of Education. (1988). Area learning centers. St. Paul MN: Minnesota Department of Education.

According to Minnesota statute, a school district may establish an area learning center which focuses on academic skills, vocational skills, work experience, and transition services for out-of-school at-risk youth leading to a high school diploma. This is a copy of the statute with an accompanying description of the program. 6 pp.

New Horizons Program. Des Moines Public Schools.

The Des Moines Public Schools offer a variety of academic and vocational programs which help adolescents prepare for work. The New Horizons Program encourages students with low academic skills to stay in school and improve achievement. The program includes staff support services, work experience and links community organizations with potential dropouts. (7 pp.)

Prince, D., & Gage, G. (1981). English for your first job: A beginning vocational ESL text. Tumwater, WA: State Superintendent of Public Instruction.

A beginning level Vocational ESL textbook aimed to prepare students for entry level positions. It's designed for semi-literate students. The content contains worker tasks, work language, and social language. The method uses both a structural and a functional approach. 130 pp.

Sater, R. (1980). Indochinese center employment project curriculum guide. Portland, OR: Indochinese Center Employment Project.

A curriculum guide of language skills needed by literate and non-literate refugees which includes survival skills, literacy training and vocational awareness. 33 pp.

Savage, K. L. , How, M., & Yeung, E. L. (1982). English that works: Prevocational ESL for adults. Glenview, IL: Scott, Foresman, Lifelong Learning Division.

This workbook is part of a program for adults which combines

ESL and vocational instruction. Each of the three workbooks in the series comes with corresponding flash cards, cassettes and native language booklets. Each lesson contains several literacy skills development activities. The content of the lessons deals with jobs and work-related issues. 204 pp.

Sayers, D. (1980). Bilingual vocational training with trainers and trainees: Concepts and applications. Hartford, CT: State of Connecticut Department of Education.

A monograph which reflects the training provided to teachers and students in programs sponsored by the Connecticut State Board of Education in 1980. It contains techniques and approaches, including the teaching of "visual English" (literacy-related term) for adults and out-of-school LEP youth. 45 pp.

V. FAMILY LITERACY AND COMMUNITY BASED PROGRAMS

Garza, E. (1987). The family English literacy project: Promoting adult literacy in San Antonio. IDRA Newsletter. San Antonio, TX: Intercultural Development Research Association.

A description of the Title VII funded Family Literacy Program administered by the Intercultural Development Research Association (IDRA) which uses televised literacy lessons, accompanying reinforcement materials, and a Student Hot Line to promote English literacy. 3 pp.

Garza, L. (1988). Effective literacy instruction model designed by IDRA. IDRA Newsletter. Vol. XV, No. 9. San Antonio, TX: Intercultural Development Research Association.

Project SCALE (Satellite Centers for Adult Leadership), a Title VII funded Family English Literacy Project, is described in this article. Language instruction and parent leadership training are the two major components of this project. Coordination and teacher training are also emphasized. 3 pp.

Gianetti, G. (1986). A bibliography of professional materials and curriculum materials. Oak Park, MI: Title VII Family Literacy Project. 5 pp.

Minnesota Department of Education. (1988). High school graduation incentives program. St. Paul, MN: Minnesota Department of Education.

The state of Minnesota provides incentives for students who have experienced difficulty in the traditional education system to enroll in alternative programs in order to complete their high school education. This is a copy of the statute and a description of the eligible students and available programs. 6 pp.

Issues of parent involvement and literacy. (1986). Executive Summary of the Symposium sponsored by the Trinity-Arlignton Teacher and Parent Training for School Success Project, Title VII Academic Excellence Project.

The goals of this Title VII Project were to facilitate English language acquisition of LEP students in Arlington county, Virginia who speak Spanish, Vietnamese, Khmer and Lao and to involve LEP parents as collaborators and co-learners. Training involved non-literate LEP parents who learned ways they could be supportive of their children in school. 16 pp.

Nash, A. and Auerbach, E. (1987). English family literacy: An annotated bibliography. English Family Literacy Project, Boston, M.A. University of Massachusetts.

This annotated bibliography is divided into five major sections which address the following subtopics: 1) literacy theory and research, 2) ethnographic work on contexts for family literacy, 3) family literacy programs for native English speakers, 4) family literacy programs for non-native English speakers, and 5) holistic and participatory ESL literacy. 59 pp.

National SER Policy and Research Institute. Literacy in the Hispanic community. Washington, DC: SER - Jobs for Progress, Inc.

This document is divided into three sections. The first is a "white paper" which discusses the problems of illiterate Hispanics and the impact they have on the economy and society. Recommendations for alleviating functional illiteracy are provided. The second section describes an action plan for the Hispanic Literacy Program which will focus on literacy for work and emphasize technology. The third section outlines the goals of Family Literacy Centers, to be established throughout the SER-Jobs for Progress network of 40 affiliates operating in 110 communities which will implement the Hispanic Literacy Program. 34 pp.

Office of Refugee Resettlement. Validator's questionnaire: Refugee ESL programs. Arlington Heights, IL: Illinois Statewide ABE/AE Service Center.

This questionnaire is a reasonably valid and reliable instrument for measuring ESL program performance. A three point scale is used to describe a program and measure program management, instructional features, teaching materials and student support services. The answers to the questions are used as a basis for an on-site review by Illinois state personnel. 27 pp.

Orr, M. T. (1987). What to do about youth dropouts? A summary of solutions. New York: Structured Employment/Economic Development Corporation.

This summary provides an overview of various strategies and initiatives for groups, schools, businesses, and communities to consider in addressing their dropout problems. It presents an organizing and planning framework of dropout prevention and service solutions for policy-makers and program managers. (31 pp.)

Romero, F. E. (1987). SER's family learning centers. Journal of the National SER Policy and Research Institute, 1, 6-15. Washington, DC: SER - Jobs for Progress, Inc.

Family Learning Centers will be established throughout the SER-Jobs for Progress network of 40 affiliates operating in 110 communities. Three major interrelated components are 1) the provision of basic skills instruction and job skills training to at-risk youth 16 years and older, welfare mothers with children under six, and functionally illiterate adults who are either long-term unemployed or discouraged workers; 2) Literacy Councils composed of Hispanic parents, educators, and employers whose objective is to improve the education of in-school Hispanic youth; and 3) Intergenerational enriched child care for pre- and elementary school age Hispanic children so that they will be better prepared to benefit from their schooling experiences.

IBM will join SER in demonstrating and testing at two to three Family Literacy Centers the use of a computer-videodisc interactive program known as the Principle of the Alphabet Literacy System (PALS), a system designed to teach adults who read at or below the fifth grade level. One question to be answered is: Can Spanish-speaking Hispanics learn to read and write more effectively and efficiently by being taught through a phonics approach?

Terdy, D. (1986). Home English literacy for parents. Arlington Heights, IL: Northwest Educational Cooperative.

A description of the Title VII Family Literacy Project which serves the communities of Palatine, Wheeling, Hoffman Estates, Keeneyville, Itasca and Medinah, Illinois. Three major curricular components include: 1) English for educational system awareness, 2) English for assisting children in school, and 3) Basic survival English. 5 pp.

WWBM Newsradio 78 and the Chicago Literacy Coordinating Center, Read to Achieve, brochure.

This brochure contains names, addresses and phone numbers of all of the Adult Literacy sites in Chicago, suburban Chicago, and northwest Indiana. Volunteer tutors are needed for expanding the programs and services. 1 page.

VI. METHODS FOR TEACHING ENGLISH LITERACY

Batchelor, K., Wigfield, J., & Weiss, M. (1978). ESL adult literacy: Some want to read. In D. Ilyin & T. Tragardh (Eds.). Classroom practices in adult ESL. Washington, DC: TESOL.

This article proposes a six part format for developing lessons to teach English literacy to non-literate students. The six core lesson components are 1) form filling, 2) dialogue, 3) reading passage, 4) cloze exercises, 5) opposites, and 6) spelling structure. Sample lessons are provided. 4 pp.

Bright, J. P., Koch, K., Ruttenberg, A., & Terdy, D. (1982). An ESL literacy resource guide: A handbook for ESL/adult educators in Illinois. Arlington Heights, IL: Illinois Statewide English as a Second Language/Adult Education Service Center. (ERIC Document Reproduction Service No. ED223 871).

This handbook is designed to assist instructors of adults with students who have little or no literacy skills in their first language. 50 pp.

Bright, J. P., Terdy, D. P., Mrowicki, L. G., & DeHesus, P. (1981). A guide for the new ESL teacher. Arlington Heights, IL: Illinois Statewide English as a Second Language/ Adult Education Service Center and the Illinois Adult Indochinese Refugee Consortium.

This guide contains many handouts useful for ESL teachers who work with secondary students and adults. It is divided into seven chapters which each cover an important aspect of ESL. Practical ideas and techniques, sample lesson plans, a scope and sequence for an ESL curriculum, cultural considerations, and attention to literacy development are included. 90 pp.

Caton, J. (1986). Basic tutoring approaches to reading instruction. Handout packet from a workshop presented at the Literacy Volunteers of America National Conference, Chicago, IL.

This handout packet provides a description of seven different approaches to literacy instruction including the Fernald and Gillingham methods. A listing of reading skills and subskills, differences in emotional characteristics between younger and older learners, characteristics of learning disabled students, suggestions for reading instruction and test-taking strategies are also included. 12 pp.

Cortez, E. G. (1975). Snap reading. RELC Journal, 6.

Snap reading is proposed as a practical teaching technique to aid in the improvement of students' reading and listening skills. The teacher reads orally at normal speed, stops, and snaps her fingers, which alerts a student to read the next word. 2 pp.

Dobbs, C. (1982). TESOL Newsletter. Washington, D.C.: TESOL.

Paolo Freire's methods for teaching nonliterate Brazilians to read are described and parallels are drawn between his method and the Language Experience Approach to teaching literacy. 2 pp.

Fanselow, J. F. (1972). Read and look up! Literacy Discussions, 3.

This handout demonstrates how oral reading can be transferred from the ritual of word calling to an effective device for learning language. The technique consists of asking students to look up and say orally what they have just read silently. Step-by-step procedures surrounding this technique are provided. 8 pp.

Griffin, S. M. (1987). Serving non-literate adults in ESL classes: We need some answers. TESOL Newsletter, 21, 23-24.

A brief article which defines the terms preliterate, non-literate, illiterate, semiliterate and non-Roman alphabetic literate. The author discusses the importance of conducting research in this area and lists eight questions which need to be answered in order to develop appropriate ESL literacy programs. 2 pp.

Hakanson, E. E. (1986). Blueprint for tutoring adult readers. Washington, DC: Clearinghouse on Adult Education, U.S. Department of Education.

A very practical "how to" manual for tutors of illiterate adults. Although it is not designed specifically for LEP populations, many of the techniques and methods of teaching beginning reading can be adapted to include a more "comprehensible" approach to learning to decode words. 71 pp.

Haskell, J. F. (1978). Teaching beginning reading in ESL, bilingual and adult literacy classes through language experience. TESOL Newsletter, 12. Washington, DC: TESOL.

A step-by-step procedure for using the Language Experience Approach for teaching ESL literacy to non literate students is outlined. 2 pp.

Language and Orientation Resource Center. (1981). Teaching ESL to non-literate adults. (Refugee Education Guide, Adult Series #9). Washington, DC: Center for Applied Linguistics (CAL).

This publication from CAL is a resourceful guide for setting up a program for teaching literacy to non-literate older learners. It covers program characteristics, objectives, the whole-word method vs. the role of phonics, readiness activities, sample lessons, definitions of terms: non-literate, semi-literate, pre-literate, non-Latin alphabetic; skills checklists, minimal competencies, writing skill teaching suggestions and a bibliography. 70 pp.

Lewis, D. (1979). Preliteracy activities for adolescents and adults. In M. Celce-Murcia & L. McIntosh (Eds.), Teaching English as a Second or Foreign Language. Rowley, MA: Newbury House Publishers.

The article provides a variety of activities to teach ESL to pre-literate adults. The activities include all four skills of language and are described at three levels of student proficiency. The authors note that these can also be used with adolescent students. 17 pp.

Literacy Volunteers of America. (1985). Tutoring small groups: Basic reading. Syracuse, NY: Literacy Volunteers of America.

A flyer which describes a guidebook available from Literacy Volunteers of America that contains procedures, teaching techniques and group management strategies for tutoring small groups in basic reading. 1 p.

Longfield, D. M. (1985). Teaching English as a second language to adults: State of-the-art. In D. Longfield, K. L. Savage, & J. Alamprese (Eds.). Adult literacy: Focus on LEP learners. Rosslyn, VA: National Clearinghouse for Bilingual Education, InterAmerica Research Associates, Inc.

The article discusses the nature of adult learning in general and the many sociolinguistic problems faced by non-literate adult ESL learners in acquiring English. She calls for more emphasis in helping the students to develop literacy skills in order for them to be able to function in American society. 6 pp.

Longfield, D., Savage, K. L., & Alamprese, J. (1985). Bibliography. In D. Longfield, K. L. Savage, & J. Alamprese (Eds.). Adult literacy: Focus on limited English proficient learners. Rosslyn, VA: National Clearinghouse for Bilingual Education, InterAmerica Research Associates, Inc.

A 32 citation bibliography of articles related to functional literacy. 1 p.

Lykke, M. C. (1983). Thoughts on reading. Illinois TESOL/BE Newsletter, 11, 1.

This is a one-page description of the reading process and how it relates to the needs of second language learners. Lykke identifies three different types of reading instruction appropriate for three types of LEP students: 1) developmental reading for preliterates, 2) remedial reading for functionally illiterate students who are often fractured-fluent in English, and 3) introduction to decoding skills and the conventions of spelling and punctuation for students who are already literate in another language. 1 p.

Mrowicki, L. Basic ESL literacy for the nonliterate student. Arlington Heights, IL: Illinois Statewide ESL/AE Service Center.

This handout addresses three critical areas in teaching literacy to non-literate students: who learners are, what is to be taught, and how literacy skills are taught. It suggests procedures for identifying the content of literacy instruction and provides several sample instructional activities. 8 pp.

Penfield, J. (1986). ESL literacy and the new refugees: Priorities and considerations. Adult Literacy and Basic Education 10 (1), 47-57.

This article discusses the ESL curriculum questions raised by the influx of non-English speaking refugees who have minimal formal schooling when they arrive to this country. The controversies and issues related to ESL literacy methodology, materials and teacher training are presented. 10 pp.

Promoting Adult Learning: Approaches to Literacy, ESL, and Parental Involvement. (1988). D.C. Garcia (Editor). College of Education, Florida International University.

This publication is a compendium of articles written as proceedings for a conference of the same title held in June 1987

in Miami. It is divided into five topics. The first section is entitled "Literacy." It includes six articles by literacy experts who address the social and economic implications that illiteracy poses to society in addition to specific methodological concerns and strategies to meet the needs of illiterate adults and out-of-school youth. Other topics are ESL, Parental Involvement, Programs of Excellence and Special Issues in Adult Education. (180 pp.)

Rathmell, G. (1984). Bench marks in reading. Hayward, CA: The Alemany Press.

A chapter entitled "The Illiterate Level" provides a brief historical review of methods used to instruct illiterate LEP students, followed by definitions of the terms pre-literate, non-literate, semi-literate and non-alphabetic. A description of learners' needs, approaches to assessing native language literacy and a pre-reading checklist is included. Two sample lessons and an analysis of each provides the reader with the knowledge of how and where to start instruction. 35 pp.

Rubenstein, J. S. & Gubbay, J. M. (1989). Essentials of reading and writing English: A basic English literacy program: Book One. Lincolnwood, IL: National Textbook Co.

First in a series of three, this workbook provides literacy lessons for older non-literate students using a phonetic approach. In Book One, students learn the alphabet in print, script, and book type; one-syllable, three-letter, and short vowel words; short sentences; sight words; and life skills information, such as personal identification, numbers, time, colors, and idioms. (180 pp.)

Savage, K. L. (1985). Teaching strategies for developin literacy skills in non-native speakers of English. In D. Longfield, K. L. Savage, & J. Alamprese, (Eds.). Adult literacy: Focus on limited English proficient learners. Rosslyn, VA: InterAmerica Research Associates.

The article discusses three sets of strategies that are helpful in teaching literacy skills to non-native English speakers: a) prereading activities; b) using meaning to provide motivation and relevance; c) using patterns to present the system of language. 8 pp.

Wells, G. (1987). Apprenticeship in literacy. Interchange, 18 (1, 2), 109-123.

A four-level taxonomy for categorizing the ways in which literacy is defined is described in this article. The four levels - performative, functional, informational, epistemic - are distinguished in terms of conceptualizations of the relationships between writing and speaking and between writing and thinking. Differences between cultural groups in the ways literacy activities are organized are highlighted. (15 pp.)

Zarate, N. (1986). Reading skills development of Hispanic students in American public schools: Some specific strategies. Las Cruces, NM: ERIC Clearinghouse on Rural Education and Small Schools.

A two page handout which describes ten specific educational strategies found effective in developing literacy skills among Hispanic students. Included are such strategies as the Language Experience Approach, Directed Reading/Thinking Activities, Cloze Procedure, and Critical Analysis. A list of references is included. 2 pp.

VII. AVAILABLE MATERIALS FOR TEACHING ENGLISH LITERACY

Abhari, J. A. (1978). Easy to read materials for adult semi-literates: An international survey. In D. Feitelson (Ed.), Cross-Cultural perspectives on reading and reading research. Newark, DE: International Reading Association.

Description of a survey of reading materials for adult literacy programs from all over the world. Conclusions and recommendations are made. 5 pp.

Ackert, P. (1986). Facts and Figures: Basic Reading Practice. Cambridge, MA: Newbury House Publishers.

This book assumes that learners begin with a base vocabulary of 300 words and teaches approximately 500 new words. Forty-five reading passages of roughly 100 to 250 words are followed by a variety of fill-in, true/false, and multiple choice exercises. Practice activities cover structural points such as verb forms, pronouns, and the comparison of adjectives. 261 pp.

The AVKO Educational Research Foundation. Basic volunteer tutor library. (1987). Birch Run, MI: The AVKO Educational Research Foundation. Inc.

A publisher's brochure of supplementary literacy materials useful in teaching non-literate secondary LEP students. Eleven materials are described covering the following subject areas: reference materials, tutoring materials, tutor training materials, diagnostic testing materials, and materials for miscellaneous spelling problems. The materials are produced through the Adult Literacy Division of the AVKO Educational Research Foundation, Inc., a non-profit membership organization which publishes a newsletter, co-sponsors conferences and provides discounts on their materials. 12 pp.

Beers, J., et. al. (1987). Reading for today. Austin, TX: Steck-Vaughn Company.

The first in a series of 5 workbooks which are written at reading level 0.1 to 5.0. Book 1 teaches basic sight words, letter-sound associations, basic grammar features and comprehension skills. The format and content are appropriate for older non-literate students. Black and white photos make it especially useful for LEP students, however it was not designed for this population and may need to be adapted. 81 pp.

Chicago Board of Education. (1986). Making your way in the world today: A handbook of basic skills for secondary school limited English proficient students. Chicago, IL: Chicago Board of Education.

Developed under Title VII funds, this course text was designed for non-literate secondary LEP students and field tested at Senn High School in Chicago. Part One includes units which integrate earth science, geography, order and measurement, nutrition, and using the library, post office and the telephone.

Broad conceptual development along with ESL instruction are emphasized. Part Two includes units on the newspaper, applications and forms, getting a job, budgets, banking, taxes, and careers. It is not a literacy text per se. A minimal degree of familiarity with the printed word and the English language are required:

Part One, 344 pp.
Part Two, 307 pp.
Teacher's Guide 195 pp.

Cohen, S. A., and Foreman, D. I. (1985). Scoring high in reading. Books B, C, and D. New York: Random House.

This series of three workbooks contains exercises using typical testing formats in which students are asked to shade circles indicating their answer choices. The exercises cover synonyms, word meanings, words in context, reading for details and main ideas, making inferences, interpreting poetry, etc. Each book contains approximately 60 pages.

Coultas, J. I., & Swalm, J. E. (1987). ESL Workbook, Preparation for Assessment Test: Reading, Intermediate. East Rutherford, NJ: Quality Educational Training Associates.

This workbook contains test-taking practice exercises which include skills often found on ESL tests. It covers vocabulary comprehension and reading comprehension and also includes some general hints for answering questions. 28 pp.

Devi Koch, K., Mrowicki, L., Ruttenberg, A. (1986). Personal stories: A book for adults who are beginning to read. Book 2. Palatine, IL: Linmore.

Twenty-four stories describe the lines of six central characters. These stories focus on cultural values and are accompanied by exercises which check comprehension and develop reading skills. Students are then asked to write their own personal stories. 113 pp.

English Language and Teaching Department. (1987). Help... for limited English proficient students and employees developing language skills. New York, NY: Oxford University Press.

This brochure describes three curricular items suitable for non-literate secondary LEP students: Speaking Up at Work, Speaking of Survival, and Oxford Picture Dictionary of American English Beginner's Workbook. 4 pp.

Green, J. A., McClanahan, S. D., & Amstutyz D. D. (1987). Reading: Strategies for success. Austin, TX: Steck-Vaughn Company.

A workbook designed to help mature students reach their academic goals through Pre-GED, GED or alternative educational programs. The lessons cover several skill areas: finding information, the meaning of words, the main idea, organization of a paragraph, and interpreting what you read. 136 pp.

Hmong Way. (1985). Title VII Bilingual Education Program Project TEACH - Department Instructional Services, 830 Virginia Avenue, Sheboygan, WI 53081.

Hmong Way is a collection in English of selected short reading passages found in a publication designed to be used as a Hmong literacy primer. The topics covered in the readings involve gardening techniques, the animal world, traditional tools and other aspects of Hmong world views. 17 pp.

Jones, W. L. (1988). Math for the consumer. Highland Park, IL: Media Materials.

Written at about a 3rd or 4th grade reading level, this workbook contains lessons on figuring interest on savings, planning and maintaining a budget, making sense of taxes, applying for credit, and other consumer needs. Although not specifically written for LEP students, it contains many charts, graphs and other illustrations. 96 pp.

Koschnick, K. (1983). The Laubach way to cursive writing. Syracuse NY: New Readers Press.

A workbook for students who need to learn to write in cursive script. It includes lowercase and capital letters and each letter is practiced through word copying and sentence copying exercises. 64 pp.

Lane, M. A. (1979). The alphabet. Philadelphia, PA: Lutheran Church Women.

A brief series of exercises designed for teaching the alphabet to older LEP learners. 8 pp.

Laubach, F. C., Kirk, E. M., & Laubach, R. S. (1984). Laubach way to reading: Skills book 4. Syracuse NY: New Readers Press.

The fourth in a series of workbooks designed for adults and teenagers with little or no reading experience. The learner progresses from basic consonants to the short vowels, long vowels, and finally other vowels and consonant spellings. Sound-symbol relationships are taught in charts with key words for a sound and spelling. The key words appear in meaningful context in a story following each chart. Exercises giving practice in phonics, structural analysis, vocabulary, comprehension, and writing are included. 145 pp.

Literacy Volunteers of America, Inc. (1987). LVA materials and services 1986-87 catalog: Basic reading/conversational English. Syracuse, NY: Literacy Volunteers of America, Inc.

Literacy Volunteers of America, Inc. is a national, non-profit educational organization which provides materials and services to assist in the development of tutorial programs in basic reading and conversational English. The needs of LEP students are addressed in some of their curricular materials and there are several items particularly useful for trainers. 20 pp.

Literacy Volunteers of America. (1986). Literacy letter: The newsletter of Literacy Volunteers of America-Illinois. 3, 12 pp.

This issue contains telephone numbers of LVA affiliates in Illinois and describes some of their current activities such as Project PULL (Project for Unique Learners in Literacy) a team initiative which is developing a handbook and kit of tutor tips for teaching non-literate learners to read. 12 pp.

Longfield, D., Savage, K. L., & Alamprese, J. (1985). Appendix: Classroom materials. In D. Longfield, K. L. Savage, & J. Alamprese (Eds.). Adult literacy: Focus on limited English proficient learners. Rosslyn, VA: National Clearinghouse for Bilingual Education, InterAmerica Research Associates, Inc.

A 13 citation list of classroom materials for developing ESL literacy among non-literates. 1 p.

McGuire, M. (1987). Dictionary of essential English. Highland Park, IL: Media Materials.

Written at a 3.5 reading level, this dictionary contains the 5,000 most frequently used and most essential words used in the English language. Short, clearly written definitions with examples that show how words are used in phrases and sentences are included. Helpful dictionary skills such as locating an entry word, irregular verbs and verb conjugation charts are also included. A supplemental workbook of exercises accompanies the dictionary. 452 pp.

Minicz, E., Wigginton, S., & Terdy, D. (1986). Adult ESL suggested materials list. Arlington Heights, IL: ESL Adult Education Service Center, Northwest Educational Cooperative.

An annotated list of materials that are frequently used and highly recommended by practitioners in the field of adult ESL and that best represent appropriate content and methodology for the adult ESL classroom. Categories include 1) General purpose ESL, 2) Special purpose ESL, 3) Materials for Volunteer Tutors and 4) Teacher resources. A list of publishers and addresses is also included. 38 pp.

Mrowicki, L., & Furnborough, P. E. A new start. Exeter, NH: Heinmann Educational Books, Inc.

This brochure describes a functional course in survival literacy entitled A New Start which consists of a text and two workbooks. It is suitable for non-literate beginners in literacy. Language is taught in the context of life-coping situations. 2 pp.

New Readers Press. (1987). 1987 Catalog: Materials for teens and adults. Syracuse, NY: Laubach Literacy International.

New Readers Press publishes a wide range of materials for teenage and adult new and low-level readers. The reading level of each entry is noted in the individual item descriptions. One series, The Laubach Way to English, is especially designed for non-literate LEP students. 48 pp.

News For You. (1985).

News For You is a weekly newspaper published by New Readers Press. It is written on a low reading level (4th-6th grade) and covers current events of interest to adult readers. Each issue contains a worksheet of activities and comprehension questions pertaining to the news items.

NNCCVTE East Central UPDATE, East Central Curriculum Coordination Center, Sangamon State University, Springfield, IL.

A flyer which lists materials available to help out of school youth prepare for taking the GED.

Nutrition and Technical Services Division. (1988). Guidelines: Writing for adults with limited reading skills. Alexandria, VA: U.S. Department of Agriculture.

This publication is designed to help writers, editors, and others who prepare written materials for adults who are functionally illiterate. Many of the examples used in the guidelines relate to food and nutrition; however, the concepts are applicable to any topic. Use of readability formulas is covered and selected references are provided. 23 pp.

O'Donnell, M. P., & Wood, M. (1987). In the know: The informational reading series. Syracuse, NY: New Readers Press.

The first in a series of workbooks written at very beginning reading levels for non-literate secondary students. Twenty-two lessons cover interest areas such as electronic games, buying a used car, and caring for your teeth. Each lesson is comprised of six sentences related to a theme, a sentence completion exercise, a recombination of words to form new sentences, a language experience dictation exercise, and a copying task. 47 pp.

Ornelas, A. (1983). Como crear materiales para neo-lectores. Newark, DE: Asociacion Internacional de Lectura - International Reading Association.

Written in Spanish, this book provides suggestions for developing, printing, and producing books, flyers, newspapers and other materials which can be used to stimulate a desire for developing literacy skills among illiterate and pre-literate Spanish-speaking individuals. 33 pp.

O'Shea, M. (1988). United States citizenship. Highland Park, IL: Media Materials, Inc.

Written at about a 3rd or 4th grade level, this workbook explores what citizenship is, where our roots of citizenship came from, and what our rights are today. Students use puzzles, questions and case studies to learn about the Constitution and the Bill of Rights. 95 pp.

Pickett, W. P. (1987). Far From Home: Basic Reading and Word Study. Cambridge, MA: Newbury House Publishers.

This is a beginning reader for secondary students which emphasizes word study. A reading passage opens each lesson, introducing the basic vocabulary in context. The passages present everyday life situations, followed by general comprehension questions. Vocabulary is spiralled throughout the text. It assumes students know words like wait, close, stop and chair. It teaches words like share, trust, waste, and neighbor. 177 pp.

Rice, G. (1986). Some easy-reading materials that develop comprehension skills at reading levels 3.0 or lower. Handout from a workshop presented at the Literacy Volunteers of America National Conference, Chicago, IL.

This handout identifies sixteen commercial publishers that publish curriculum materials which are aimed at older learners but are written at a third grade comprehension level or lower. The names of each series or collection is listed for each publisher. 2 pp.

Rice, G. (1986). Using everyday reading materials to teach reading skills. Handout packet from a workshop presented at the Literacy Volunteers of America National Conference, Chicago, IL.

Numerous suggestions for using everyday materials such as signs, newspapers, cartoons, catalogs, insurance policies, recipes, telephone books, etc. are provided in this handout packet. Comprehension skills, vocabulary development, letter recognition, sight word recognition and structural analysis are the literacy areas that the suggestions cover. 23 pp.

Rogers, L. (1985). Book of Forms for Everyday Living. Lincolnwood, IL: National Textbook Company.

This workbook contains facsimiles of actual forms in the following areas: employment, money matters, consumer needs, government, and personal concerns. Each form is accompanied by a vocabulary lesson and simplified instructions for filling out the form. (75 pp.)

Rubenstein, J. S. & Gubbay, J. M. (1989). Essentials of reading and writing English: A basic English literacy program: Book One. Lincolnwood, IL: National Textbook Co.

First in a series of three, this workbook provides literacy lessons for older non-literate students using a phonetic approach. In Book One, students learn the alphabet in print,

script, and book type; one-syllable, three-letter, and short vowel words; short sentences; sight words; and life skills information, such as personal identification, numbers, time, colors, and idioms. (180 pp.)

Steck-Vaughn Company. (1986-87). Steck-Vaughn adult education. Publisher's catalog. Austin, TX: Steck-Vaughn Company.

This commercial publisher produces several instructional series and supplementary materials useful for developing literacy skills among semi-literate pre-GED students. 24 pp.

Swinburne, L., & Warner, J. F. (1986). Reading skills for adults: Blue book. Austin, TX: Steck-Vaughn Company.

A sample workbook, the first of a series of four, designed to improve reading skills among older learners. Skills taught include finding the main idea, identifying synonyms and antonyms, defining words, using context clues, drawing conclusions, summarizing, alphabetizing, using a dictionary, and more. 92 pp.

Tambio-Yeh, P. (1986). Licking illiteracy with books from cartoonists across America. Long Beach, CA: The International Humor Advisory Council.

This brochure describes comic book series and other humorous materials available through the International Humor Advisory Council along with activities and projects intended to promote literacy acquisition which are sponsored by this agency. 16 pp.

Tumy, J. B. (1986). Refugee materials center bibliography. Kansas City, MO: U.S. Department of Education.

A comprehensive curricular and supplementary bibliography of materials, the majority which are disseminated at no cost, to assist in the education and resettlement of refugees and immigrants. Many materials are applicable to the non-literate secondary LEP population. 213 pp.

U.S. Express.

Published by Scholastic, Inc., P. O. Box 3710, Dept. 4009, Jefferson City, MO 65102-9957, this magazine is designed for ESL teachers and their students in Grades 6-12. Its ESL goals are directed at developing cultural literacy, providing a stimulus for spontaneous self-expression, development of reading, vocabulary, and verbal skills, and the integration of concepts related to science, geography literature, history and government.

Walker, B. L. (1987). Basic English Grammar. Highland Park, IL: Media Materials.

This textbook helps secondary students and adults master the skills needed to use standard English effectively. Simple sentence structure and low-level vocabulary are utilized at a 2.6 reading level. Although not specifically designed for LEP students, it contains numerous graphs, charts and illustrations and covers parts of speech and their use in English sentences. 288 pp.

Wilson, C. T. (1963). An essential vocabulary. The Reading Teacher, 17.

Wilson's essential vocabulary lists over 200 English words and phrases which are encountered primarily on street signs, within public buildings, and in areas where safety precautions are necessary. 3 pp.

Wirtz, R. B. Bibliography of Relevant Courseware Useful for Teaching Adults. Sacramento, CA: California Department of Corrections. (n.d.)

The primary purpose of this bibliography is to assist the instructor with the evaluation and selection of materials suitable for teaching incarcerated illiterate persons. Professional resources for tutors and teachers, criteria for selecting tests and materials, sources for beginning reading materials for adults, materials for ESL instruction, and numerous additional and useful resources are included. (92 pp.)

COMMERCIAL PUBLISHERS AND DISTRIBUTORS

Several distributors' and publishers' catalogs were gathered at the TESOL (March 88) and the Secondary Literacy (December 87) conferences held in Chicago. Each of the catalogs has been reviewed. Those which contain commercially available curricular materials which might help meet the needs of secondary non-literate LEP students have been identified and are listed below. The types of available materials are listed below each publisher's (or distributor's) address.

ADDISON-WESLEY PUBLISHING CO.
Reading, MA 01867
(617) 944-3700

-ESL Literacy
-Survival Literacy
-American-Cultural Literacy
-Content Area Reading

ALEMANY PRESS
2501 Industrial Parkway, W.
Hayward, CA 94545
1-800-227-2375

-ESL Literacy

COLLIER MACMILLAN
ESL Department
866 Third Avenue
New York, NY 10022

-ESL Stories and Beginning Readers

CONTEMPORARY BOOKS
180 North Michigan Avenue
Chicago, IL 60601
1-800-621-1918

-Basic Literacy (0-3.0 Reading Level)
-GED Preparation

EDUCATIONAL ACTIVITIES, INC.
P. O. Box 392
Freeport, NY 11520

-Beginning Reading and Vocabulary (0-3.0 Reading Levels)
-Supplemental Software
-Functional Literacy
-Reading Comprehension (2.0-5.0 Reading Levels)
-Basic Language Arts
-Survival Skills Writing

ENTRY PUBLISHING CO.
P. O. Box 20277
New York, NY 10025

A brochure describing materials for adolescents who read at or below 3.0 reading level. Topics include the presidential election, U.S. history, government and writing skills.

DELTA SYSTEMS CO., INC.
570 Rock Road Dr., Unit H
Dundee, IL 60118
(312) 551-9595 1-800-323-8270

-ESL Literacy

-Survival Literacy
-Reading Comprehension (4.0 and 5.0 Reading Levels)
-American Cultural Literacy
-Reading Series
-Content Area ESL (1.8-2.5 Reading Levels)

.History
.Science
.Economics
.Math
.Geography
.Government
.Biology
.Chemistry
.Physical Science

-Vocational ESL
-English for Specific Purposes
-Computer Software
-Dictionaries
-Teacher Reference Books
-Visuals and Duplicating Masters
-Videotapes

EDUCATIONAL DESIGN
47 West 13th Street
New York, NY 10011
1-800-221-9372

-Life Skills Writing (3.0-5.0 Reading Level)
-Vocabulary for the Work World (3.0-4.0 Reading Level)
-Test Preparation (below 5.0 Reading Level)
-Life Skills Reading (3.0-5.0 Reading Level)
-Reading Series (2.0-7.0 Reading Level)

ENTRY PUBLISHING, INC.
P. O. Box 20277
New York, NY 10025

-U.S. History (3.0 Reading Level)
-U.S. Government (3.0 Reading Level)
-Writing Skills (3.0 Reading Level)

FEARON EDUCATION
David S. Lake Publishers
19 Davis Drive
Belmont, CA 94002
(415) 592-7810

-Teacher Reference
-Read-Along Cassettes (3.0-3.5 Reading Levels)

-Popular Stories (1.0-6.0 Reading Levels)
-Functional Writing (3.0-6.0 Reading Levels)
-Survival Skills (1.0-5.0 Reading Levels)
-Vocational Readers (2.0 Reading Level)
-Supplemental Software

GRAPHIC LEARNING CORPORATION
P. O. Box 13829
Tallahassee, FL 32317
1-800-874-0029

-Reading Series for Underachievers (2.5-6.0 Reading Levels)
-U.S. and World History (4.0-6.0 Reading Levels)
-Geography (3.0-6.0 Reading Levels)

HARTLEY COURSEWARE, INC.
Box 419
Dimondale, MI 48821

-Software: Classic Short Stories (2.5-5.0 Reading Level)
-Software: Phonics
-Software: Verb Usage
-Software: Vocabulary Development
-Software: Adult Reading Program

JANUS BOOKS
2501 Industrial Parkway, West
Dept JANC
Hayward, CA 94545
1-800-227-23733

-Citizenship Studies
-Developmental Reading
-Language Development and Literacy
-Classic Stories (4.0-6.0 Reading Level)
-Mystery and Adventure Stories (1.8-2.5 Reading Level)
-Reading/Language Arts Activity Workbooks
-Short Plays and Stories (2.5-4.0 Reading Level)
-Survival Vocabulary

LECTORUM PUBLICATIONS, INC.
137 West 14th Street
New York, NY 10011

-Survival Literacy
-ESL Literacy

LINMORE PUBLISHING
Box 1545
Palatine, IL 60078
(815) 223-7499

-Survival Literacy for Non-literate and Literate LEP Students
-Stories for Beginning Students
-Content Area ESL: Social Studies
-Vocational ESL
-Dictation Activities
-Publishes a free newsletter on ESL literacy

LONGMAN ESL CATALOG
Addison-Wesley/Longman Inc.
Route 128
Reading, MA 01867
1-800-447-2226

-Secondary Level ESL Series
-Dictionaries
-Listening and Comprehension Skill Building
-Writing Skills
-Conversational Skills
-Reading Skills (Controlled Vocabulary Classics)
-Life Skills
-Teacher Resources

MEDIA MATERIALS
Department 875251
2936 Remington Avenue
Baltimore, MD 21211
(301) 235-1700

-Basic English Grammar (2.6 Reading Level)
-Basic English Composition (2.8 Reading Level)
-Basic Life Skills (2.8 Reading Level)
-Vocational English (3.7 Reading Level)
-Basic Math (2.8 Reading Level)
-Basic Biology (3.5 Reading Level)
-Physical Science (3.5 Reading Level)
-Earth Science (3.5 Reading Level)
-Basic Health (3.5 Reading Level)
-U.S. Government (3.5 Reading Level)
-U.S. History (3.7 Reading Level)
-BASIC Programming (3.7 Reading Level)
-Supplemental Software
-Activity Workbooks at low reading levels
for various content areas
-Filmstrips and Cassettes for developing literacy skills

NEW READERS PRESS
Publishing Division of Laubach Literacy International
1320 Jamesville Avenue, Box 131
Syracuse, NY 13210
(315) 422-9121

-Reading Series (0-6.0 Reading Levels)
-Literacy Trainer Handbook and Videotapes
-Reading Texts (0-5.0 Reading Levels)
-ESL Literacy
-Phonics Skills
-Writing Skills
-Survival Literacy
-Teacher Reference
-Videotapes for Teaching Sight Words
-Stories (3.0-3.6 Reading Levels)
-News Weekly Magazine (4.0-6.0 Reading Levels)

NEWBURY HOUSE PUBLISHERS
10 East 53rd Street
New York, NY 10022-5299

-ESL Literacy

THE PERFECTION FORM CO.
1000 North Second Avenue
Logan, Iowa 51546
1-800-831-4190

-Classic Stories (3.0-5.8 Reading Levels)
-Contemporary Stories (2.5 Reading Level)
-Paragraph Writing
-Computer Software for developing reading skills
-Sound Filmstrips of Classic Stories

PRENTICE HALL REGENTS
200 Old Tappan Road
Old Tappan, New Jersey 07675

-ESL Stories and Readers
-Teacher Reference
-Survival English

PRO LINGUA ASSOCIATES
15 Elm Street
Brattleboro, Vermont 05301
(802) 257-7779

-Teacher Handbooks for Newcomers
-ESL Literacy

QUALITY BOOKS, INC.
918 Sherwood Drive
Lake Bluff, Illinois 60044-2204
1-800-323-4241

-Basic Literacy for Adults

QUERCUS CORPORATION
P. O. Box 20158
Castro Valley, California 94546
1-800-634-3600

-Biology (2.4-2.5 Reading Levels)
-Chemistry (2.2-2.5 Reading Levels)
-Physical Science (2.3-2.5 Reading Levels)
-Study Skills (2.5 Reading Level)
-Consumer Skills (2.2-2.6 Reading Levels)
-Economics (2.1-2.5 Reading Levels)
-Geography (2.3-2.5 Reading Levels)
-U.S. Government (2.2-2.5 Reading Levels)
-U.S. History (2.2-2.4 Reading Levels)
-World History (2.4 Reading Level)
-Pre-Reading Skills
-Reading Series (1.0-4.0 Reading Levels)
-Biographies and Stories (1.8-2.5 Reading Levels)
-Content Area Reading (2.2-2.5 Reading Levels)
-Writing Skills (2.4 Reading Level)
-Grammar Skills (2.2 Reading Level)
-Life Skills (2.2-2.5 Reading Levels)

RICHARDS PUBLISHING CO.
P. O. Box 66
Phoenix, NY 13135
(312) 695-7261

-Basic Literacy
-Survival Literacy
-Literature (4.0 Reading Level)
-Vocational (3.0-4.0 Reading Level)
-Consumer (5.0 Reading Level)

SCOTT, FORESMAN AND CO.
Lifelong Learning Books
1900 East Lake Avenue
Glenview, Illinois 60025-9881
1-800-323-5482

-ESL Stories (2.0-6.0 Reading Levels)

STECK-VAUGHN CO.
P.O. Box 26015
Austin, TX 78755
1-800-531-5015

-ESL Preliteracy Skills
-Science (2.0 and 3.0 Reading Levels)
-Health (2.0 and 3.0 Reading Levels)
-Geography (2.0 and 3.0 Reading Levels)
-Life-Coping Skills (2.0 and 3.0 Reading Levels)
-American History (2.0 and 3.0 Reading Levels)
-Literacy Skills for Adolescents (0-5.0 Reading Levels)
-GED Preparation (4.0-6.0 Reading Levels)
-ESL Literacy

VIII. TRAINING EDUCATIONAL PERSONNEL TO TEACH SECONDARY NON-LITERATE LEP STUDENTS

Bennett, A. and Olsen, G. (1987). Adult Illiteracy. Training Today. (The magazine of the Chicagoland Chapter of the American Society of Training and Development.)

This two-page article addresses the role that business can play in meeting the needs of adult illiterates in the workplace. A literacy training model for business is described. Public assistance recipients comprised the tutors and the tutees in an innovative literacy project at Roosevelt University in Chicago. 2 pp.

Benton, M., & Higashi, G. H. (1983). Volunteer coordinator handbook and tutoring ESL: A handbook for volunteers. Olympia, WA: Superintendent of Public Instruction.

A handbook designed for coordinators of volunteer tutor programs for adult LEP refugees. It contains sections on assessing needs, defining goals, volunteer job descriptions, locating volunteer tutors, training volunteers, assessing language needs, matching tutors and tutees, lesson planning, materials selection, tips for good teaching and practice activities. Several appendices provide additional resources. 195 pp.

Burtoff, M., et. al. Manual for ESL: Teacher training and staff development. Language and Orientation Resource Center, Center for Applied Linguistics, n.d.

A training packet developed by a group of experienced professionals which is designed for trainers. It focuses on how to conduct training in ESL for refugee populations. It's a manual for training trainers to conduct staff development and inservice programs. The pre- and non-literate student's needs are addressed. 89 pp.

Goldman, S. R. (1983). Acquisition of literacy skills in first and second languages: Knowledge utilization in understanding. (Final Report, Part C Research Agenda, NIE-G-81125). Rosslyn, VA: NCBE, InterAmerica Research Associates, Inc.

Final report on a study which investigated the acquisition of cognitive/academic literacy skills and the developmental time course of this process among K-6 LEP students. 74 pp.

Haskell, J. (1979). A bare-bones bibliography for teachers of ESL. TESOL Newsletter, 12. Washington, DC: TESOL.

Sixteen teachers and teacher-trainers list their suggestions for the ten most essential books for inclusion in a basic library for ESL teachers. 7 pp.

Hill, S. T. (1984). Trends in adult education 1969-1984. Center for Education Statistics. Washington, D.C.: Office of Educational Research and Improvement, U.S. Department of Education.

This report presents national statistics on trends of participants in adult education, level of adult education activity, purposes of adult education providers, and financing of adult education. The source of the data is the Survey of Adult Education that was conducted triennially between 1969 and 1984 by the Census Bureau for the Center for Education Statistics. The surveys were conducted through interviews in a national sample of about 60,000 households. Noticeably lacking, however, is any mention of ESL instructional programs or limited English proficient persons. This is unusual inasmuch as there has been a tremendous increase in this population since 1975. 57 pp.

Published by the Illinois Literacy Council of the Illinois State Library, 431 South Fourth Street, Springfield, IL 62701. Passing the Word.

This bimonthly newsletter addresses the informational needs of those individuals involved in adult literacy. Some 150 community coalitions support the work of more than 250 literacy providers in Illinois. Over 100 workplace literacy programs have been established. Illinois appropriated $4 million in 1989 to support basic literacy instruction to individuals aged 16 or older who read below the 6.0 level.

Lectura y Vida.

Published by the International Reading Association, this journal is devoted to the goal of improvement of reading and literacy worldwide and is distributed to IRA members in Spanish-speaking countries. It is also available to members residing in the U.S. Contact: International Reading Association, 800 Barksdale Road, P. O. Box 8139, Newark, DE 19711.

Lykke, M. C. (1987). Guidelines for writing content area materials and communicating orally with LEP students in sheltered English. Curriculum Development Project, Senn Metropolitan Academy. Chicago, IL: Chicago Board of Education.

This is a handout which describes procedures for training in simplifying English and using ESL strategies and techniques to instruct and evaluate students' progress. Sample sentences are analyzed for degree of difficulty and ordered from easy to difficult. An outline of parts of speech is provided. Verb forms are divided into three levels for instructional sequencing. 18 pp.

NCBE MINI-BIB: LITERACY INSTRUCTION. (1987). The National Clearinghouse for Bilingual Education, 11501 Georgia Avenue, Wheaton, MD 20902. COMSIS Corporation Professional Services Division.

Thirty-three entries are contained in this bibliography on literacy instruction, including references to unpublished theses and dissertations, as well as journal articles, book chapters, reports and conference papers. 4 pp.

Rubin, D. L. (1986). Achieving literacy: An essay review of two national reports on reading. Metropolitan Education, 2. Milwaukee, WI: University of Wisconsin-Milwaukee, School of Education.

A review and analysis of the NAEP publication, The Reading Report Card: Trends in Reading Over Four National Assessments and Becoming a Nation of Readers: The Report of the Commission on Reading. 5 pp.

Title VII Midwest Multifunctional Resource Center-Service Area 5. (1986). Selected offline bibliography of information pertaining to English literacy for non-literate secondary LEP students. Des Plaines, IL: Title VII Midwest MRC.

A search of ERIC using the terms "illiterate," "nonliterate," "immigrant" and "literacy" was conducted and items which most pertained to the topic of English Literacy for Non-literate Secondary Students were selected, cut and pasted to form this offline bibliography which contains 29 citations with abstracts. 13 pp.